Ministry of Education

Annual Report for 2016-17

saskatchewan.ca

Government of Saskatchewan

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Letter of Transmittal

Don Morgan, Q.C.
Minister of Education

Her Honour, the Honourable Vaughn Solomon Schofield,
Lieutenant Governor of Saskatchewan

May it Please Your Honour:

I respectfully submit the Annual Report of the Ministry of Education for the fiscal year ending March 31, 2017.

The Government of Saskatchewan is committed to Meeting the Challenge by investing in priority areas, including the students and infrastructure of the province, and continuing to support growth while returning to balance. The 2016-17 Annual Report shows progress towards the commitments that relate to the Ministry of Education as of March 31, 2017.

Some of the significant highlights in 2016-17 include:

- The nine joint-use schools are set to open in September 2017 and remain on-time and on-budget. When completed, the schools will serve nearly 11,000 students and offer 810 new child care spaces.
- The implementation of *Following Their Voices* engages and supports students through changes in student-teacher relationships, interactions, teacher instructional practices and the learning environment. This has resulted in a 10 per cent increase in students attending at least 80 per cent of the time, a one per cent increase in students earning eight or more credits, and a two per cent increase in graduation rates at the schools involved.
- The undertaking of an educational governance review that included consultations with more than 40 education stakeholders and 3,800 online submissions. We heard loud and clear that commitment to the Education Sector Strategic Plan and keeping local voices in school boards are important to Saskatchewan residents and the education sector. Joint work is now underway between Ministry staff and school division personnel to lead the resulting governance changes.

The report demonstrates the Ministry's ongoing efforts to put students first and support the education sector in Saskatchewan, ensuring that our students receive high quality education while we strive to provide sustainable and affordable services.

Don Morgan

Don Morgan, Q.C.
Minister of Education

Letter of Transmittal

J. Robert Currie
Deputy Minister of Education

The Honourable Don Morgan, Q.C.,
Minister of Education:

I have the honour of submitting the Annual Report of the Ministry of Education for the fiscal year ending March 31, 2017.

As Deputy Minister of Education, I accept responsibility for the financial administration and control of the Ministry. I further take responsibility for the Ministry's public accountability and provide assurance that the information contained in the 2016-17 Annual Report is accurate and reliable.

J. Robert Currie

J. Robert Currie
Deputy Minister of Education

Introduction

This annual report for the Ministry of Education presents the Ministry's results for the fiscal year ending March 31, 2017. It provides results of publicly committed strategies, key actions and performance measures identified in the *Ministry of Education Plan for 2016-17*. It also reflects progress toward commitments from the Government Direction for 2016-17: Keeping Saskatchewan Strong, the *Saskatchewan Plan for Growth – Vision 2020 and Beyond*, throne speeches and the Education Sector Strategic Plan.

The annual report demonstrates the Ministry's commitment to effective public performance reporting, transparency and accountability to the public.

Alignment with Government's Direction

The Ministry of Education's activities in 2016-17 align with Government's vision and four goals:

Saskatchewan's Vision

"... to be the best place in Canada – to live, to work, to start a business, to get an education, to raise a family and to build a life."

- **Sustaining growth and opportunities for Saskatchewan people**
- **Meeting the challenges of growth**
- **Securing a better quality of life for all Saskatchewan people**
- **Delivering responsive and responsible government**

Together, all ministries and agencies support the achievement of Government's four goals and work towards a secure and prosperous Saskatchewan.

Ministry Overview

Mandate Statement

The Ministry of Education provides leadership and direction to the early years, Prekindergarten through Grade 12 education, literacy and library sectors. The Ministry supports the sectors through funding, governance and accountability, with a focus on improving student achievement.

The Ministry is committed to improving the learning success and well-being of all Saskatchewan children and youth, and the enhancement of literacy for all Saskatchewan people.

Mission Statement

The Ministry of Education provides strategic, innovative and collaborative leadership to the early years, Prekindergarten through Grade 12 education, literacy and library sectors. It promotes higher student achievement and well-being for Saskatchewan children and youth, and improved literacy skills for all, as a foundation of the province's social and economic growth.

Service Delivery System

Within the Ministry of Education in 2016-17, services were provided by 261.4 full-time-equivalent employees (FTEs), which was 22.1 FTEs less than the original allocation of 283.5 FTEs. This variance is a result of hiring an additional 8.2 student FTEs, offset by 30.3 FTE vacancies due to program underutilization and a staffing restraint directive.

2016-17 Operational Environment

The Ministry of Education is committed to improving the learning success and well-being of Saskatchewan children and youth, and the enhancement of literacy for all Saskatchewan people.

The Ministry's key programs and services include the provision of program and policy support for the delivery of:

- early learning and child care services (15,269 child care spaces; 5,056 children in 316 Prekindergarten programs; 1,275 families in Early Childhood Intervention Programs; 1,700 families in the KidsFirst targeted program made available in 20 communities across the province, including 12 in the north; and KidsFirst Regional program made available in more than 158 communities);
- learning programs in English and French language (to 181,339 Kindergarten to Grade 12 students in schools receiving provincial funding, home-based schools and historical high schools); and,
- literacy initiatives and public library services (to approximately 336,000 registered borrowers).

The Ministry engaged local, regional and provincial boards of community volunteers and elected education representatives throughout the province in governance of: 701 schools in 28 school divisions (excluding programs); 563 licensed child care facilities; and 14 Early Childhood Intervention Programs. The Ministry also supported 305 public libraries in 10 public library systems.

The Ministry of Education works in partnership with the Prekindergarten to Grade 12 education sector in the development, deployment and monitoring of the Education Sector Strategic Plan. Led by the Provincial Leadership Team member organizations, which include provincial school divisions, First Nations education authorities, the Gabriel Dumont Institute and members of the Ministry of Education's Deputy Minister's Office, the Education Sector Strategic Plan sets targets for improving the education outcomes identified in the *Saskatchewan Plan for Growth - Vision 2020 and Beyond*.

Progress in 2016-17

Government Goals

Sustaining growth and opportunities for Saskatchewan people

Meeting the challenges of growth

Securing a better quality of life for all Saskatchewan people

Delivering responsive and responsible government

Ministry and Education Sector Goal

By June 30, 2020, children aged zero to six will be supported in their development to ensure that 90 per cent of students exiting Kindergarten are ready for learning in the primary grades.

Promising Practice:

Visiting other centres for inspiration and ideas is one of the best ways Saskatchewan's early childhood educators can learn from one another. This improves educators' practices in the classroom, in turn supporting children's learning. The challenge for centres in rural communities is that they are often too far away to host visiting educators or visit other centres.

To overcome this barrier, rural centres have started working with the Ministry to provide video tours of their centres online. Now, centres across the province can learn about the great things happening in centres like Eastend, Hudson Bay and Meadow Lake without the travel or the cost.

Strategies

Launch *Saskatchewan's Early Years Plan 2016-2020* that provides goals and strategic outcomes in the following areas: healthy beginnings, early learning, child care, strong families and healthy children, and community planning and alignment.

By December 2020, work with human services ministries, school divisions and early years stakeholders in the community to implement and evaluate *Saskatchewan's Early Years Plan 2016-2020.*

Key Actions and Results

Support play-based, developmentally and culturally appropriate approaches.

- The Ministry developed virtual tours that allow early childhood educators to learn about high quality learning environments on the internet, from anywhere in the province.
- The Ministry conducted a site visit geared towards administrators that provides information about the key elements of quality in Prekindergarten and Kindergarten and their role in supporting these programs.
- The Ministry worked with the Early Childhood Intervention Program to establish core service delivery expectations for the program and adopt training to respond to children's needs.
- School divisions and Kindergarten teachers worked with the Ministry of Education in the spring and fall to administer the *Early Years Evaluation – Teacher Assessment* observational readiness screening tool. The data collected is used to inform school and school division planning, in order to better meet the learning needs of students and is used as an indicator of child development, with a focus on literacy.

Adopt an innovative approach to child care in joint-use schools and make them part of the school community.

- A new model for child care in the joint-use schools in Regina, Warman, Martensville and Saskatoon has been developed in collaboration with school divisions, using input from parents and school-based child care providers. Work to be ready for implementation in fall 2017 continues, including selection of child care centre operators, which took place in March 2017, and the development of Early Years Committees which will be used to set strategic priorities for child care and schools in the joint-use schools.
- The Ministry collaborated with post-secondary institutions, and the Ministries of Economy and Advanced Education, to support an increase in trained Early Childhood Educators in the joint-use school communities to ensure that staffing is in place to support all 810 new child care spaces when centres open in fall 2017.

Provide information to families about the importance of the early years and early learning programs in support of a plan to provide access to high quality early learning environments.

- In addition to highlighting the importance of the early years and important actions that Government will take to support families and children, aged prenatal to eight, through the release of *Saskatchewan's Early Years Plan 2016-2020*, the Ministry worked to highlight public awareness and knowledge through the promotion of Early Childhood Education Month in May 2016.
- May 20th was proclaimed as Early Childhood Educator Appreciation Day to acknowledge the work of close to 4,000 professionals who support and care for young children in early learning and child care programs in licensed child care centres and family child care homes across the province.
- The proclamation of Early Childhood Intervention Program (ECIP) Week in May 2016 acknowledged the important work that ECIPs do to support more than 1,200 families with children who experience developmental delays, from birth to school age.
- The Ministry worked with school divisions and health regions to collect and analyze Early Years Evaluation and In-Hospital Birth Questionnaire data. This information was shared with partners such as human services ministries, school divisions, libraries and health regions in order to better understand vulnerability and strength among the population of young children in the province.

Participate in the federal-provincial-territorial governments' creation of a national Early Learning and Child Care Framework.

- At March 31, 2017, negotiation of the multilateral federal-provincial-territorial Early Learning and Child Care Framework was nearing completion.

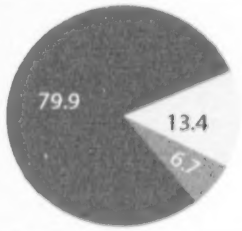
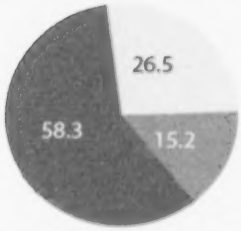
Create options for effective family engagement practices in early years.

- The Ministry collaborated with school divisions to develop resources that support educators to engage families and build strong relationships in early learning settings. The Ministry is working with school division partners to develop resources that will support teachers in the classroom. This longer-term work will be completed in 2018-19 under the Education Sector Strategic Plan. Research indicates that strong family engagement practices contribute to student success.
- The Ministry worked with school divisions to strengthen the processes used to select vulnerable children who attend Prekindergarten, as research shows that these children benefit the most from high quality early learning programs. The Ministry reviewed enrolment and developed plans with school divisions where programs needed to improve enrolment.
- The Ministry also developed and communicated a Prekindergarten Relocation Policy to directors of education and school division early years contacts that lays out criteria to assist in the relocation of Prekindergarten programs to best meet the needs of the local community.

Performance Measures

Early Years Evaluation

Percentage of children whose learning and development is typical for children of the same age in Kindergarten according to the Early Years Evaluation.*

	Fall (Kindergarten entry)	Spring (Kindergarten exit)
2015-16 School Year		
2016-17 School Year		Currently being collected (available July 2017)
Tier I – Children are able to complete developmental tasks	**Tier II – Children experience some difficulty completing developmental tasks**	**Tier III – Children experience significant difficulty completing developmental tasks**

NOTES:

*In the *Ministry of Education Plan for 2016-17*, this measure indicated "Number of children whose learning and development is typical for children of the same age in Kindergarten according to the Early Years Evaluation," however; percentage figures were reported and are reflected in the performance measure.

The Early Years Evaluation – Teacher Assessment is an observational readiness screening tool with a focus on reading readiness skills. *Early Years Evaluation – Teacher Assessment* results guide schools in planning and practice for meeting the learning needs of children. Early identification of children's reading readiness skills is crucial, not only to support young children's current development, but also to lay the foundation for future school success. *The Early Years Evaluation – Teacher Assessment* will therefore be used to monitor progress towards meeting the target for 2020.

Source: Ministry of Education, Early Years Evaluation – Teacher Assessment.

Government Goals

Sustaining growth and opportunities for Saskatchewan people | Meeting the challenges of growth | **Securing a better quality of life for all Saskatchewan people** | Delivering responsive and responsible government

Strategic priority from the *Saskatchewan Plan for Growth* and the Education Sector Strategic Plan: Reduce the difference in Grade 12 graduation rates between First Nations and Métis students and non-First Nations and Métis students by 50 per cent by 2020.

Ministry and Education Sector Goal

By June 30, 2020, collaboration between First Nations and Métis and non-First Nations and Métis partners will result in significant improvement in First Nations and Métis student engagement and will increase the three-year graduation rate from 35 per cent in June 2012 to at least 65 per cent.

Success Story:

Charlebois Community School in Cumberland House is currently in its second year of implementing *Following Their Voices*. To reach the Education Sector Strategic Plan goal of increasing credit attainment and graduation rates for Indigenous students in the province, they decided to focus on one of the *Following Their Voices* indicators for success – "using evidence to support student outcomes." They identified students who were struggling to complete assignments, resulting in students falling behind, becoming overwhelmed and ultimately giving up.

From this, the Delta Deadlines Project was born. Students are paired with school coaches to work together to complete assignments one at a time. The result has been an incredible increase in completed assignments, ultimately leading to credits being achieved. Many more students are now on track to graduate, with graduation rates expected to quadruple this year – from six graduates in 2015-16 to an anticipated 24 graduates in 2016-17. *Tapwe tagagi, eh?!* That's really cool, hey?!

Strategies

Work collaboratively with school divisions, First Nations education authorities and education sector organizations to achieve an annual increase of four percentage points in the First Nations and Métis three-year graduation rate.

Work with school divisions to achieve parity between First Nations and Métis and non-First Nations and Métis students on the OurSCHOOL/Tell Them From Me[1] Survey engagement measures. The OurSCHOOL/Tell Them From Me surveys for students, teachers and parents provide anonymous and reliable data to support local school improvement planning.

Key Actions and Results

In partnership with First Nations and Métis education sector leaders, implement the *Following Their Voices* initiatives. *Following Their Voices* is a collaborative initiative designed to help teachers build better relationships with students and enhance First Nations and Métis student engagement and achievement.

Implement, monitor and support Phase One of the *Following Their Voices* professional development initiative.

- The *Following Their Voices* initiative was implemented in 16 schools (12 provincial schools and four First Nations schools) with approximately 250 teachers participating.
- *Following Their Voices* authentically engaged Elders and Knowledge Keepers in implementation including their involvement in provincial professional learning and development sessions, *Following Their Voices* Leadership Team meetings and in a variety of *ad hoc* committee work.
- *Following Their Voices* continued to engage and enhance relationships with current education sector partners, which included a partnership with Indigenous and Northern Affairs Canada.

[1] In August 2015, The Learning Bar began rebranding its survey suite. The Tell Them From Me Survey became the OurSCHOOL Survey.

Deliver professional learning and development to participating schools.

- The *Following Their Voices* initiative maintained and supported an online information system to house tools and applications, gather data, generate reports, provide professional learning and development resources, and information to the public.
- Six professional learning and development sessions were provided to participating schools through collaboration with the Saskatchewan Professional Development Unit.
- A website for *Following Their Voices* was developed with Ministry support.

Conduct research on implementation of the *Following Their Voices* initiative.

- A Year 1 Implementation Report (2015-16) was developed and shared on the *Following Their Voices* website.
- *Following Their Voices* Year 1 (2015-16) data indicated First Nations and Métis students involved in *Following Their Voices* schools achieved: a two per cent increase in on-time graduation rates; a 10 per cent increase in the number of students who have an 80 per cent or higher attendance rate; a six per cent increase in the number of students who have a 90 per cent or higher attendance rate; a one per cent increase in Grade 11 English Language Arts final marks; a two per cent increase in Grade 11 Mathematics final marks; and a one per cent increase in students attaining eight or more credits.

Create a sector action committee to identify structures and practices to overcome racism and build relationships, understanding and trust between First Nations and Métis and non-Indigenous peoples.

- Sector action committee members have been identified and a structure to summarize and disseminate findings will be explored in 2017-18.

Facilitate transition plans for students moving through and among systems including mechanisms for sharing information.

- In September 2016, a summary student profile report was created and deployed for quick and easy access to student enrolment information. The main purpose of the summary is to support students as they transition from school to school, and to provide prompt, useful information to teachers so they can plan for and deliver instruction and supports to meet the students' needs in a timely fashion.

Plan and deliver one Elders' Gathering.

- *Following Their Voices* Elders and Knowledge Keepers provide advice and guidance on the *Following Their Voices* initiative. The Elders' Gathering in fall 2016 provided the Elders and Knowledge Keepers the opportunity to listen to students and school staff share their success stories. This also allowed them to hear the positive impacts that *Following Their Voices* is having on First Nations and Métis students. Elders and Knowledge Keepers are then able to share this information in their own local communities.

Develop and implement First Nations and Métis Elders, Traditional Knowledge Keepers and Elders' Helpers policy.

- The First Nations and Métis Elders, Traditional Knowledge Keepers and Elders' Helpers policy was completed with advice and input from a Knowledge Keeper. Ministry staff participated in orientation sessions to become familiar with the policy and procedures. This policy guides staff as they engage with First Nations and Métis Elders, Traditional Knowledge Keepers and Elders' Helpers from diverse communities, cultures and language groups in the development and implementation of Ministry initiatives.

Success Story:

In an effort to make the Entrepreneurship 30 class more engaging for students, Carpenter High School in Meadow Lake introduced the Junior Achievement's "Company Program." Under this program, students collaborated with their peers and business volunteers to try their hand at operating a real business.

Over the course of a semester, students at Carpenter High School created a muffin baking and delivery service and a specialty lip balm using local ingredients. In addition to the hands-on business experience, students are investing in their community by donating a portion of their profits to benefit local organizations.

Performance Measures

Proportion of Secondary Students Attaining Five or More or Exceeding Eight Credits Per Year

Percentage of secondary-level self-identified First Nations, Métis and Inuit students attaining five or more or exceeding eight credits per year.

Year (at June 30)	Proportion earning eight or more credits per year[1]			Proportion earning five or more credits per year[2]		
	All	First Nations, Métis and Inuit[3]	Non-First Nations, Métis and Inuit[4]	All	First Nations, Métis and Inuit	Non-First Nations, Métis and Inuit
2009 (baseline)	60.0	24.6	70.5	77.1	42.8	87.0
2014	60.2	29.9	71.4	77.4	47.8	87.4
2015	60.6	31.0	71.3	77.9	49.3	87.5
2016	61.1	31.2	71.4	78.1	49.8	87.8

[1] On track for graduation within three years.
[2] On track for graduation within five years.
[3] First Nations, Métis and Inuit students are those who choose to self-identify as First Nations (Registered/Treaty/Status Indian, Non-Status Indian), Métis, or Inuit/Inuk.
[4] Non-First Nations, Métis and Inuit students are those who do not identify themselves to be First Nations, Métis and Inuit, and may include First Nations, Métis and Inuit students who choose not to self-identify.

NOTES:

Data includes students in provincial school divisions, Historical High schools and First Nations schools.
Only students who are active on September 30th are included. Other students who enrol after September 30th and complete credits (or do not complete credits) are not included in this measure.
Students in Functionally Integrated or Special Education programs are excluded. Students enrolled outside provincial school divisions who are in Adult Secondary programs are excluded. Home-based education students and students in custody and care schools are excluded. Students in regular 24 credit programs (English, Fransaskois or French Immersion) or Alternative Education (English or French) programs are included.
Students who have achieved Grade 12 standing in years previous to the specified year are excluded.
Numbers may differ from those previously reported due to broader inclusion of students on the Student Data System, and due to ongoing maintenance and updating of the Student Data System.

Source: Ministry of Education, Student Data System.

First Nations and Métis Three-Year Graduation Rate

Three-year, five-year and eventual graduation rates of self-identified First Nations, Métis and Inuit students completing Grade 12 in June 2011 to June 2016.

Completing Grade 12	Three-year (within three years)	Five-year (within five years)	Eventual (within eight years or more)
June 2011 (baseline)	32.9	48.5	58.3
June 2012	35.9	49.7	60.8
June 2013	37.4	50.0	59.9
June 2014	40.3	54.2	59.8
June 2015	40.1	55.9	60.1
June 2016	41.8	59.6	59.7

NOTES:

Three-year graduation rates are calculated as the percentage of students who complete Grade 12 within three years of 'starting' Grade 10.
Five-year graduation rates are calculated as the percentage of students who complete Grade 12 within five years of 'starting' Grade 10 (for example, the group of students who 'started' Grade 10 in 2011-12 and completed Grade 12 any time on or before the end of the 2015-16 school year). Eventual graduation rates shown in the table are for groups of students who have had at least eight years to graduate from the 'start' of Grade 10. For example, June 2016 eventual graduation rates would be the percentage of students who 'started' Grade 10 in 2008-09 and completed within eight years by June 2016. In subsequent years, this number will be adjusted to show those who have graduated in eight or more years.
Data includes students in provincially funded, independent and First Nations schools.
Grade 12 completions include graduation in a Saskatchewan school through the 24 credit, Adult Secondary or Alternative Education programs.
Numbers may differ slightly from those previously reported due to broader inclusion of students in the Student Data System, and due to ongoing maintenance and updating of the Student Data System.

Source: Ministry of Education, Student Data System.

Government Goals

Sustaining growth and opportunities for Saskatchewan people | Meeting the challenges of growth | **Securing a better quality of life for all Saskatchewan people** | Delivering responsive and responsible government

Strategic priority from the *Saskatchewan Plan for Growth* and the Education Sector Strategic Plan: Ensure Saskatchewan leads the country in graduation rates.

Ministry and Education Sector Goal

By June 30, 2020, Saskatchewan will achieve an 85 per cent three-year graduation rate.

Success Story:

Some students who fall behind due to failed core courses can become disengaged, develop negative perceptions about their ability and have feelings of frustration. This is particularly true in the transition from elementary to Grade 9 and in the first year of earning credits in Grade 10.

All four high schools within the Regina Catholic School Division offer their students a recovery tutorial class where they can access an online course that allows for additional time to complete a class, resulting in successful attainment of a credit. In 2016, 100 per cent of students enrolled were successful compared to 56 per cent in the program's first year in 2013.

In addition to recovery courses, full online credit course options are available to Regina Catholic School Division students year round. This also provides students the opportunity to earn the credits needed to graduate within three years.

Strategies

Work to achieve an annual increase of three percentage points in the provincial three-year graduation rate.

Work toward an improvement to at least 77 per cent of participating students reporting in the OurSCHOOL/Tell Them From Me Survey that they are actively engaged in their learning and have a positive sense of belonging in their school community by June 2018.

Key Actions and Results

Identify and implement high impact strategies for supporting student engagement, retention and graduation (Student Engagement and Retention Strategies).

Develop province-wide opportunities to share leading practices in improving graduation rates and transitions.

- The Ministry of Education supported a Graduation Rate Symposium in 2016, which included more than 20 school divisions and three First Nations education authorities resulting in the establishment of a provincial graduation rates improvement team and the establishment of a *Saskatchewan Graduates* website.

Develop a strategy for all Grade 9 students to have a *Graduation and Post-graduation Plan*, and establish a process for maintaining those plans through Grade 12.

- The Ministry provided support for the *Graduation and Post-Graduation Plan*, which was created by a committee of representatives from First Nations education authorities and school divisions. The *Graduation and Post-Graduation Plan* provides details on the importance of graduation and post-graduation planning, components of and opportunities for the development of the *Graduation and Post-graduation Plan* at the Grade 9 level, and suggestions for continued development of the plan beyond Grade 9.
- The Ministry invested in a provincial licence for myBlueprint, providing grades 7-12 students free unlimited access to the online career planning tool. Approximately two-thirds of school divisions are using myBlueprint either directly or through the SaskCareers website.

Develop a plan to improve school attendance.

- Monthly reports of student attendance, credit attainment and on-track to graduate data were created and provided by the Ministry for each school division to support planning. Attendance reports are provided monthly to school divisions, on a school by school level, and credit attainment reports are provided approximately three times a year. The reports are used to identify patterns in student behaviour and achievement, so schools can directly support those students who are in most need. While schools often know who those students are, these reports provide compiled data and analysis in forms that are not possible or would be very difficult at the school or division level. The reports provide an early indicator that students may be at risk of not completing school on time, or not completing at all.

Initiate a review of provincial high school graduation requirements.

- Given the undertaking of the education governance review, the review of provincial high school graduation requirements did not proceed, rather the Ministry held engagement sessions with school division personnel to determine the current practices and procedures for summer school and credit recovery. The Ministry has developed draft policy in these areas, which will provide guidance and expectations to promote consistency among school divisions for summer school and credit recovery. The Ministry will further consult with school divisions on these policies before their implementation for the 2018-19 school year.

Performance Measures

Provincial Three-Year Graduation Rate

Three-year, five-year and eventual graduation rates of students completing Grade 12 in June 2011 to June 2016 disaggregated by all, non-First Nations, Métis and Inuit and First Nations, Métis and Inuit students.

Completing Grade 12	Three-year (within three years)				Five-year (within five years)				Eventual (within eight years or more)			
	All	Non-First Nations, Métis, or Inuit[1]	First Nations, Métis, or Inuit[2]	Disparity	All	Non-First Nations, Métis, or Inuit	First Nations, Métis, or Inuit	Disparity	All	First Nations, Métis, or Inuit	First Nations, Métis, or Inuit	Disparity
June 2011 (baseline)	72.7	81.8	32.9	48.9	81.3	87.9	48.5	39.4	84.0	88.4	58.3	30.1
June 2012	73.7	82.9	35.9	47.0	81.2	88.0	49.7	38.3	84.8	88.6	60.8	27.8
June 2013	74.8	83.9	37.4	46.5	80.1	87.0	50.0	37.0	83.8	88.3	59.9	28.4
June 2014	74.7	83.4	40.3	43.1	81.4	88.1	54.2	33.9	84.6	89.7	59.8	29.9
June 2015	75.2	84.3	40.1	44.2	82.5	89.2	55.9	33.3	84.5	89.9	60.1	29.8
June 2016	75.6	84.6	41.8	42.7	83.3	89.5	59.6	29.9	83.2	88.7	59.7	29.0

[1] Non-First Nations, Métis, or Inuit students are those who do not identify themselves to be First Nations (Registered/Treaty/Status Indian, Non-Status Indian), Métis, or Inuit/Inuk, and may include First Nations, Métis and Inuit students who choose not to self-identify.
[2] First Nations, Métis, or Inuit students are those who choose to self-identify as First Nations (Registered/Treaty/Status Indian, Non-Status Indian), Métis and Inuit.

NOTES:

Three-year graduation rates are calculated as the percentage of students who complete Grade 12 within three years of 'starting' Grade 10. Five-year graduation rates are calculated as the percentage of students who complete Grade 12 within five years of 'starting' Grade 10 (for example, the group of students who 'started' Grade 10 in 2011-12 and completed Grade 12 any time on or before the end of the 2015-16 school year). Eventual graduation rates shown in the table are for groups of students who have had at least eight years to graduate from the 'start' of Grade 10. For example, June 2016 eventual graduation rates would be the percentage of students who 'started' Grade 10 in 2008-09 and completed within eight years by June 2016. In subsequent years, this number will be adjusted to show those who have graduated in eight or more years.

Data includes students in provincially funded, independent and First Nations schools.

Grade 12 completions include graduation in a Saskatchewan school through the 24 credit, Adult Secondary or Alternative Education programs.

Numbers may differ slightly from those previously reported due to broader inclusion of students in the Student Data System, and due to ongoing maintenance and updating of the Student Data System.

Source: Ministry of Education, Student Data System.

Three-Year Graduation Rates – Saskatchewan, the provinces and territories.

	Graduation Year		
	June 2009 (baseline)	**June 2012**	**June 2014**
Saskatchewan	68	69	70
Canada	72	73	76
Alberta	67	62	73
British Columbia	73	78	77
Manitoba	71	73	76
New Brunswick	81	81	84
Newfoundland & Labrador	73	79	81
Northwest Territories	31	26	37
Nova Scotia	81	84	83
Nunavut	14	20	17
Ontario	78	81	84
Prince Edward Island	76	79	81
Québec	63	61	62
Yukon Territories	56	65	67

NOTES:

Data in this table may be different from provincial data sources due to different definitions and methods used by Statistics Canada for comparison purposes across Canadian jurisdictions. A new methodology is being piloted in an attempt to improve the quality of these comparisons. Statistics Canada notes that comparisons between jurisdictions should be made with care due to remaining differences in graduation requirements. 2014 data is the most recent data available.

Source: Statistics Canada, Education Indicators in Canada: An International Perspective 2016.

Attendance

Percentage of students with at least 80 per cent attendance.

Percentage of students with at least 80 per cent attendance, Prekindergarten to Grade 12			
	All	**First Nations, Métis and Inuit[1]**	**Non-First Nations, Métis and Inuit[2]**
2013-14	86.7	68.6	90.6
2014-15	87.0	69.9	90.9
2015-16	87.1	70.1	91.1
Percentage of students with at least 80 per cent attendance, Grades 10-12			
	All	**First Nations, Métis and Inuit[1]**	**Non-First Nations, Métis and Inuit[2]**
2013-14	76.6	49.3	83.2
2014-15	76.6	47.9	83.0
2015-16	77.3	50.9	83.8

[1] First Nations, Métis and Inuit students are those who choose to self-identify as First Nations (Registered/Treaty/Status Indian, Non-Status Indian), Métis, or Inuit/Inuk.

[2] Non-First Nations, Métis and Inuit students are those who do not identify themselves to be First Nations (Registered/Treaty/Status Indian, Non-Status Indian), Métis, or Inuit/Inuk, and may include First Nations, Métis and Inuit students who choose not to self-identify.

NOTES:

Attendance in chart is compiled from monthly student attendance files submitted by 26 of 28 school divisions (no attendance is collected from Englefeld School Division or from Conseil des écoles fransaskoises, and no attendance is collected from First Nations schools or independent schools). Monthly attendance has been collected since 2013-14, capturing possible and absent attendance for individual students, but does not include reasons for absences (excused or unexcused). First Nations, Métis and Inuit and non-First Nations, Métis and Inuit results are compiled using student self-identification data. Not all students choose to self-identify as First Nations, Métis and Inuit, and it is likely that some First Nations, Métis and Inuit students may be included in the non-First Nations, Métis and Inuit results. Students with at least 80 per cent attendance are significantly more likely to achieve higher educational outcomes than students with lower than 80 per cent attendance.

Source: Ministry of Education, Information Management and Support Branch. Ministry Student Attendance Files (Profile Attendance Running Record). May 2017.

Government Goals

Sustaining growth and opportunities for Saskatchewan people | Meeting the challenges of growth | **Securing a better quality of life for all Saskatchewan people** | Delivering responsive and responsible government

Strategic priority from the *Saskatchewan Plan for Growth* and the Education Sector Strategic Plan: Work to increase the number of Grade 3 students reading at grade level.

Ministry and Education Sector Goal

By June 2020, 80 per cent of students will be at or above grade level in reading and writing.

Success Story:

Improvement of Grade 3 reading levels is a priority of the Education Sector Strategic Plan and Christ the Teacher Roman Catholic School Division is seeing impressive results. Combined with the implementation of *Saskatchewan Reads*, the school division has made long-term investments in professional learning, teacher coaching and support personnel, all supporting their students for reading success.

As of June 2016, 95.2 per cent of Christ the Teacher Roman Catholic School Division Grade 3 students are reading at or above grade level, up from 79.4 per cent in 2014 and well above the Education Sector Strategic Plan June 2020 target of 80 per cent.

Strategies

Work toward an improvement to at least 75 per cent of students at or above grade level in reading and writing by June 2018.

Work toward an improvement to at least 75 per cent of students at or above grade level in math by June 2019.

Key Actions and Results

Implement a refined set of provincial high impact reading assessment, instruction and intervention strategies (*Saskatchewan Reads*).

Develop a commonly understood definition of what it means to be "at grade level" in reading and writing.

- Writing consultations occurred in September 2016.
- Provincial writing supports were developed collaboratively by teachers and the Ministry. The holistic writing supports are available for all grades, and teachers are encouraged to use the supports at all grade levels.

Engage in formal discussions with the University Advisory Panel to review current and future education needs in literacy and numeracy.

- Rather than discussions with the University Advisory Panel, the sector working group concentrated efforts on the reading and writing supports in 2016-17. Developing math supports will be the focus in 2017-18.

All school divisions/systems design and deploy a literacy program based on *Saskatchewan Reads* that is aligned with the Education Sector Strategic Plan.

- *Saskatchewan Reads* began its second year of implementation. Implementation research was completed and is available on the *Saskatchewan Reads* website. *Saskatchewan Reads* is a reading improvement support resource that focuses on grades 1-3 effective instructional practices, curriculum reading expectations, assessment, reading interventions and professional development. Grade 3 reading levels are a leading indicator of future student performance.

Share writing tools which will assist teachers in determining what it means for students to be working at grade level in writing.

- Grades 1-12 writing supports were completed and made available to the sector in September 2016.

Identify instructional strategies and intervention resources for math.

- Supports developed to assist teachers in determining the number of grades 1-9 students at grade level in math were developed in 2016-17 for English, French Immersion, and programmes fransaskois. The math materials will be available for use in fall 2017.

Develop French Immersion and Francophone writing tools for grades 6-9 in collaboration with the sector.

- The development of French Immersion and Francophone writing tools for grades 6-9 began in 2016-17 and will be available by June 2017.

Develop a business case to explore the value of a Unified Student Information System and data warehouse to track student achievement.

- The Ministry, on behalf of the Provincial Leadership Team completed a business case to determine the feasibility of a provincial Unified Student Information System for the Prekindergarten to Grade 12 sector. The Unified Student Information System is a common student information system used by all school divisions and First Nations education authorities and the Ministry of Education. The Unified Student Information System will provide the ability to collect, manage and share information needed to manage education effectively, improve student achievement and ensure accountability.

Adapt and translate the Saskatchewan Citizenship Education teaching resource for Kindergarten to Grade 12 for French-language students and teachers.

- Translation and adaptation were completed by March 31, 2017. Final edits are underway.

Adapt and translate the Help Me Talk About Math assessment tool for French-language students and teachers.

- The Ministry is working in partnership with the Ministry of Central Services to establish a proposal to re-engineer the software for Help Me Talk About Math.

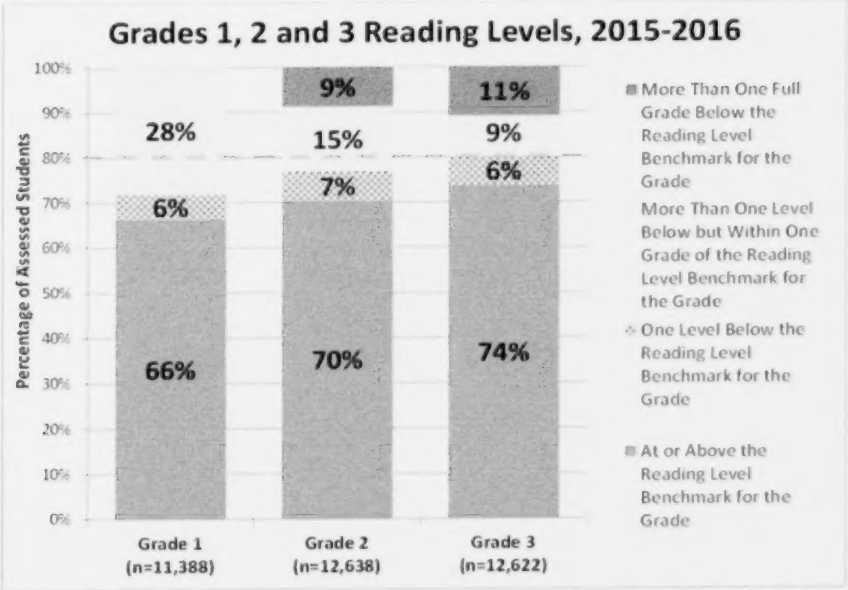
Performance Measures

Percentage of Students Reading at Grade Level

- Percentage of grade 1-3 students reading at grade level.
- Percentage of grade 1-3 students reading one level below grade level.

  Percentage of grade 1-3 students reading more than one level below grade level.
- Percentage of grade 2-3 students reading more than one year below grade level.

74 per cent of Grade 3 students were reading at grade level in 2016 compared to 65 per cent in 2013.



NOTES:

Reading level groupings are based on provincially developed benchmarks. The percentages of students in each of the reading level groupings were found using the number of students with reported reading levels as the denominator in the calculations. Students who were excluded (including Learners of English as an Additional Language with language proficiency levels below B1.1 on the Common Framework of Reference (CFR), home-based or Grade 1 French Immersion) or who did not participate in the reading assessment were not included in the denominator for these calculations. Provincial results do not include students who attend a school administered by a First Nation or by a Hutterite colony. Due to rounding, percentages in each column may not total 100 per cent.

Source: Source: Ministry of Education, Student Data System (Data generated on July 18, 2016).

Government Goals

Sustaining growth and opportunities for Saskatchewan people
Meeting the challenges of growth
Securing a better quality of life for all Saskatchewan people
Delivering responsive and responsible government

Strategic priority from the *Saskatchewan Plan for Growth*: The Government of Saskatchewan will invest in the infrastructure needed to support education and quality of life priorities. Similarly, schools boards must ensure their infrastructure planning aligns with the growth needs and priorities of the communities they serve.

Ministry and Education Sector Goal

By September 2017, nine new joint-use schools in Saskatoon, Regina, Warman and Martensville will be complete and ready for use. Each school will include a child care centre with space for 90 children (810 child care spaces in total) and space for community use.

Ministry Key Actions and Results

Invest $391.4 million in school capital funding.

- $405.1 million was invested in school capital funding.

Complete previously approved projects still in progress.

- The joint-use schools investment of $321.6 million included ongoing construction of the schools and relocatables as well as funding for furniture and technical advisory services.
- $13.5 million to complete construction at Weyburn Comprehensive School, École St. Matthew in Saskatoon, Martensville High School and Scott Collegiate in the Mâmawêyatitân Centre, as well as a renovation and addition project to St. Brieux School.

Provide funding for the Preventative Maintenance and Renewal Program.

- $33.4 million was provided for Preventative Maintenance and Renewal projects.
- $1.5 million was provided to complete physical audits of school division facilities.

$16.6 million provided from 2015-16 budget to fund the 2016-17 Relocatable Program to build 46 new classrooms and move nine for students starting in September 2016.

- 46 new relocatable classrooms were purchased and nine were moved from one school to another, providing greater utilization throughout 12 school divisions.

Address emergent infrastructure concerns.

- $3.6 million was invested to address emergent infrastructure concerns that pose a health and safety risk to occupants. Maintaining schools to provide safe, welcoming classrooms where students can thrive is a priority for Government and important for the success of students.

Provide additional space for child care.

- School divisions have selected providers for the child care centres in the nine joint-use schools and are working with those operators to develop plans to move in during summer 2017.

Continue to work towards the construction of nine new joint-use elementary schools in the province.

- Construction on all sites is on-time and on-budget.

Performance Measures

Joint-Use Schools Project Progress

In March 2017, construction of the nine joint-use schools and relocatables is on schedule for completion in summer 2017.

Government Goals

Sustaining growth and opportunities for Saskatchewan people

Meeting the challenges of growth

Securing a better quality of life for all Saskatchewan people

Delivering responsive and responsible government

Ministry and Education Sector Goal

By August 31, 2020, implement a sector-wide approach to find efficiencies and increase value add in order for the sector to be responsive to the challenges of student needs.

Strategy

By August 31, 2017, accumulated sector savings will be achieved through provincially coordinated initiatives.

Ministry Key Actions and Results

- $5 million in savings through provincially coordinated initiatives was achieved by August 2016. School divisions are on track to achieve over $24.6 million in accumulated savings by August 2017. Savings are achieved through improvements in administration functions, facilities and maintenance, etc.

Performance Measures

Provincial Summary of Accumulated Savings

Ministry, in partnership with the sector, will report on any accumulated savings.

- The efficiency and effectiveness improvements conducted by school divisions are projected to result in approximately:
  - $18,547,977 cumulative projected savings (*Mathletics* $285,927 included; *Mathletics* was a group purchase by all school divisions); and,
  - $5,849,856 cost projected avoidance savings (the numbers are cumulative and based on information reported as of March 31, 2017).

Government Goals

Sustaining growth and opportunities for Saskatchewan people

Meeting the challenges of growth

Securing a better quality of life for all Saskatchewan people

Delivering responsive and responsible government

Ministry Key Actions and Results

Support school divisions in embedding continuous improvement processes to improve student learning environments.

- The Ministry has provided customized support to school divisions to improve reporting and measurement. As a result, school divisions have implemented approximately 275 improvement activities in business operations and classrooms, including improvements and savings in areas such as: administration; classrooms; facilities and maintenance; purchase cards; purchasing; human resources; information technology; and transportation. Other savings are a result of group purchasing by some school divisions in products such as bulk energy, buses and furniture.

Success Story:

The sector continues to use continuous improvement tools to support the delivery of the programs and services in alignment with the Education Sector Strategic Plan. These improvements continue to make a difference for students, families, teachers and staff.

Horizon School Division identified and removed distractions during reading class, resulting in 30 per cent more instruction time in the classroom. One year later, Grade 3 students achieved 20 per cent growth in reading levels through this and other improvements.

The Saskatoon Public School Division hosted a continuous improvement sharing day for the school divisions. The day involved training sessions, sharing of best practices and networking.

Develop a Northern Education Action Plan.

- The Northern Education Action Plan is a comprehensive plan which includes short-, medium- and long-term actions that fall under three broad categories: Safety and Security; Student and School Support; and Infrastructure.
- Students, schools, school divisions and communities are benefactors of the Northern Education Action Plan. The Northern Education Action Plan falls under continuous improvement as many of the actions identified were initially targeted for La Loche, or as action and deliverables that could begin in La Loche and then be implemented in other northern communities. The actions will require time to implement in order to make an impact.

Collaborate with the La Loche community, human services and other partners to develop an Action Plan for La Loche that supports students' success and includes short-, medium- and long-term actions.

- The Ministry worked with the community of La Loche to conduct an assessment and analysis of counselling services available. As a result of the analysis of counselling services, multiple services were identified and as such were communicated back to the school and community allowing them to become aware of the services and highlight what is available in the community.

Collaborate with the Infrastructure, Housing and Health subcommittees for the purpose of coordinating a one-plan approach and developing a broader Northern Action Plan.

- The Ministry continued to support the Action Plan for La Loche developed by the La Loche Education subcommittee established by the Assistant Deputy Minister's Working Group on Northern Issues. The coordinated plan among Saskatchewan ministries allowed a focus on four priority areas: improved health services; infrastructure; and strengthened education and training. Multiple ministries and jurisdictions are leading to improve the multi-faceted socio-economic well-being of the community.

Prioritize and implement short-term actions.

- The Ministry supported northern school divisions in the development of a Community Threat Assessment and Support Protocol and facilitated the coordination of Violent Threat Risk Assessment and Applied Suicide Interventions Skills Training.
- In conjunction with Public Safety Canada, the Ministry facilitated and supported the process to have Public Safety Canada's Critical Infrastructure Resilience Tool and Protective Measures Index Tool applied to the school in the community of La Loche. Results will be used to support safety and infrastructure plans.
- Northern school divisions have been informed of how they can support the implementation of *Following Their Voices*.
- Northern school divisions developed reading improvement plans based on *Saskatchewan Reads* and *Saskatchewan Reads for Administrators*. The implementation of these plans will assist in improving Grade 3 reading levels. Lower literacy levels are an indicator of lower graduation rates and impact long-term student achievement. Having reading improvement plans in elementary grades provides a stronger basis for reading improvement and children's ability to read at grade level, which ultimately impact students' achievement in multiple areas and influence graduation rates. Due to low high school credit attainment in the north, initiatives such as *Following Their Voices*, which is targeted at improving outcomes for First Nations, Métis and Inuit students, is being implemented.

Continue implementation of formula changes identified in the 2015-16 review of the funding distribution model. Continue to work with school divisions and sector partners to review and refine the funding distribution model where required.

- The Ministry provides ongoing evaluation of the funding distribution model calculations to ensure the model is allocating funds equitably and meeting the education funding needs of school divisions.

Government Goals

Sustaining growth and opportunities for Saskatchewan people | Meeting the challenges of growth | **Securing a better quality of life for all Saskatchewan people** | Delivering responsive and responsible government

Ministry Key Actions and Results

Continue to work with school divisions to address recommendations in Volume 2 of the Provincial Auditor's 2012 Report regarding transporting students safely.

- Through a working group consisting of Ministry and school division representatives, a guideline document was developed relating to transporting students safely. The guidelines will support consistent reporting of transportation performance information, key risks to safe student transportation, and tracking and resolving complaints. The document was sent to all divisions in October 2016.

Continue to implement recommendations from the *Action Plan to Address Bullying and Cyberbullying*.

- Review of the anti-bullying online reporting tool and updates completed; school divisions provided operational advice (2016-17). With greater awareness of the tool, the number of reports increased in 2016-17. Seventy-two per cent of the bullying reports fall in the physical, social/emotional or verbal category, followed by cyberbullying at 10.4 per cent.
- Support for risk assessment training for school-based staff and community partners.
  - With most school divisions having Level I and Level II Violent Threat Risk Assessment Training, 23 school divisions have signed a Community Threat Assessment and Support Protocol with partner agencies. Staff from 12 school divisions attended a train-the-trainer event held in Saskatoon.
- Increase consistency across the system to prevent and respond to bullying.
  - With support from the Ministry, the Canadian Red Cross continues to use a train-the-trainer module to build capacity in schools to address bullying, promote healthy relationships and prevent teen dating violence and sexual abuse.
- Recognize the need for students to better understand mental health issues and seek help when needed.
  - With support from the Ministries of Education and Health, Kids Help Phone (KHP) continues to provide Counsellor to Classroom sessions. To ensure Saskatchewan students can locate and are referred to reliable local services, KHP updates their database on an ongoing basis.
- Support the *I Am Stronger* website and the *I Am Stronger* grant program. The *I am Stronger* initiative is designed to stop the activities of bullying and cyberbullying through awareness and education. The Ministry of Education has partnered with *I Am Stronger* to provide small grants for youth-led initiatives to address bullying and cyberbullying within the province of Saskatchewan.
  - As of March 29, 2017, 45 grants totalling $39,385 have been awarded for student-led initiatives to address bullying and promote kindness. Through these small grants (maximum of $1,000), students have performed random acts of kindness in both the school and in their community, including engaging with seniors, fellow students new to Canada or creating an inclusive and respectful space for students who may identify as gender and/or sexually diverse. Other grant recipients have promoted opportunities for students to lead discussions or host workshops for younger students, peers or the community on bullying, cyberbullying, kindness or friendship. Grants have also been awarded for "buddy benches" so no student has to be alone on the playground.
- In 2016-17, the *I Am Stronger* website averaged 1,349 page views per month.
- The *I Am Stronger* brochure for parents and cyber safety tips are translated into Dene for use in schools with Dene speaking students.

Renew the *Caring and Respectful Schools* policy to support greater consistency across the education sector to prevent and respond to bullying and threats of violence; encourage restorative approaches; and foster positive relationships that are based on respect and acceptance of diversity of all students in Saskatchewan schools.

- Engage internal Ministry committee and First Nations and Métis Elders to provide guidance and input.
  - Guidance, input and feedback used to inform document renewal.
- Organized the 2016-17 Student First Anti-Bullying Forum.
  - The forum, *Our School Includes Everyone*, provided Saskatchewan educators with English and French resources to have crucial conversations with students in grades 6-12 about creating positive school spaces to promote mental well-being. With three young First Nations leaders as keynotes, students heard the message, *"they matter and they can create safe, respectful and inclusive environments by supporting one another."* Two Saskatchewan schools were profiled to demonstrate youth taking positive action in their schools. Participating schools were asked to provide input from their students to inform document renewal.

Success Story:

Yorkton Tribal Council and Good Spirit School Division continued their Invitational Shared Services Initiative partnership in 2016 between Chief Gabriel Cote Education Complex and the Keeseekoose Chiefs Education Centre schools on the Cote and Keeseekoose First Nations and Kamsack Comprehensive Institute in Kamsack.

The participating schools have benefitted from a shared literacy coach and community liaison to increase students' achievement and engagement, and build relationships among students, staff, school administrators and the communities. An Elders Program brings an Elder into the schools to support students and incorporate First Nations teachings. The increased joint programming through the Invitational Shared Services Initiative has built lasting relationships; increased awareness and appreciation for First Nations culture; and has increased First Nations and Métis student achievement.

Continue to support the Invitational Shared Services Initiative to provide supports to students living on-reserve and to teachers, as part of Government's response to the Joint Task Force on Improving Education and Employment Outcomes for First Nations and Métis People.

- In 2016-17, the Ministry provided program and partnership support and advice to the 16 partnerships on their plans and mid-year and final reports. New reporting templates were created in 2016 to ensure reporting consistency and efficiency.
- In fall 2016, the Ministry held a gathering for all partnerships under the Invitational Shared Services Initiative to provide an opportunity for shared learning among partners. The gathering was also attended by school divisions and First Nations education authorities currently not involved in an Invitational Shared Services Initiative partnership but interested in learning about the partnership model.

Work with First Nations partners to analyze how the provincial funding formula could be used by the federal government to fund future First Nations education authorities.

- The Ministry provided analysis and calculation of tuition amounts using the provincial funding distribution model to three First Nations education authorities that expressed interest.

Engage with First Nations, Métis and provincial stakeholders in renewing *Inspiring Success: Building Towards Student Achievement: First Nations and Métis Education Policy Framework*.

- The Ministry held engagement meetings with education stakeholders, First Nations and Métis organizations and Elders to inform renewal of *Inspiring Success*. Dialogue with the sector and education partners is ongoing until renewal is complete in fall 2017.

Work with First Nations, Métis and provincial education partners to develop a document that will guide data-related practices, protocols and agreements.

- Worked with representatives from the Federation of Sovereign Indigenous Nations, Métis Nation – Saskatchewan and provincial education partners to develop a draft document on data-related practices, protocols and agreements for broader input in the 2017-18 fiscal year.

Support First Nations and Métis learners province-wide through expanded library and literacy supports.

- Summer literacy camps were delivered in 12 northern communities in 2016 through the Northern Lights School Division and in eight southern communities.
- A total of 1,106 children attended the summer literacy camps, spent an average of more than 82 minutes reading each day and read approximately 24 books each.
- Following the camps, over 10,000 free, high quality books were taken home by the campers.
- Over 50 camp staff counsellors received camp training and employment.
- Parents, Elders and community members made 1,153 visits to the camps.

Work with funded literacy organizations to establish Aboriginal engagement plans.

- The Ministry of Education's annual service agreement with the Saskatchewan Literacy Network includes the provision of supports to the Family Literacy Hubs with respect to the development and implementation of Aboriginal engagement plans. The service agreement also includes the development of culturally responsive training materials for First Nations and Métis organizations and communities.
- On April 13, 2016, 13 participants from Île-à-la-Crosse took part in an Engaging Children and Families in Learning Fun workshop delivered in the community by the Saskatchewan Literacy Network.
- A presentation on *Storysacks* was delivered at the 2016 Awâsis Aboriginal Education Conference.

- The Family Literacy Toolkit information sheets were revised to include First Nations and Métis perspectives.
- The Family Literacy Development Coordinators completed the six-module free online course, *Reconciliation Through Education* offered by the Faculty of Education, University of British Columbia.

Provide targeted funding to boards of education in response to the arrival of Syrian families.

- Supplemental funding totalling $5.4 million was distributed to those school divisions who received Syrian refugee learners.

Begin work to enhance support for family engagement in education and literacy by compiling current family engagement strategies.

- An internal working group conducted an environmental scan and analysis of current family engagement activities occurring in the work of the Ministry. Results were shared within the Ministry to inform future work.

Continue to provide supports for gender and sexual diversity.

- The Ministry continues to move towards services inclusive of gender and/or sexually diverse students.
  - All new P3 schools have girls' and boys' washrooms with private stalls and open sink areas. Each new school also has a separate gender neutral barrier-free washroom for students.
  - Confidential gender and name change processes are outlined in *The Student Cumulative Record Guidelines* and *The Registrar's Handbook for School Administrators 2016-17* in an effort to respect and protect the student and family.
  - Gender identifiers have been removed from the Report Bullying Saskatchewan Student Online Reporting Tool.
  - An informal survey was conducted to determine the status of Student Alliances for Gender and Sexual Diversity in provincial school divisions. Twenty-six of 28 school divisions responded and provided a contact name to the Ministry. Some school divisions are working to include student alliances in elementary schools, if requested by students.
  - fYrefly Saskatchewan, a community-based organization dedicated to reducing discrimination against sexually and/or gender diverse youth, continues to promote understanding and respect for gender and/or sexual diversity within school divisions.

Work with the sector and interministry partners to support the:

- Poverty Reduction Strategy.
  - The Ministry of Education continued to support the Poverty Reduction Strategy through key actions of the Early Years Plan and Education Sector Strategic Plan that align with poverty reduction, including: improving graduation rates of First Nations and Métis students and graduation rates of all students; increasing the percentage of students who are ready for learning after Kindergarten; and increasing the percentage of Grade 3 students who read at or above grade level.
- Disability Strategy.
  - The Ministry continues to engage with the other lead ministries on the implementation of the 10-year Disability Strategy. The ministries have initiated work on cost effective "Where to Start" actions for each of the 12 recommendations that can be undertaken in the first two years of the strategy.
- Mental Health and Addictions Action Plan.
  - Explore the provision of Mental Health First Aid in the education sector. A January 2017 pilot of Mental Health First Aid occurred in school divisions in the North Battleford area, of which the outcomes were evaluated to inform a three-year plan to provide Mental Health First Aid training opportunities to interested school divisions. Like physical first aid, Mental Health First Aid is given until appropriate support is found. Through Mental Health First Aid, educators and staff will learn to: recognize the signs and symptoms of the most common mental health problems; respond more confidently when someone is experiencing a mental health problem; and guide someone to appropriate resources and support.
  - Ministry and Churchill Community High School personnel participated in the Youth Mental Mapping event hosted by the Ministry of Health in La Ronge. Outcomes were evaluated to inform future work.
  - Contribute to Ministry of Health's Mental Health and Addictions Action Plan communication strategy by highlighting the *I Am Stronger* Grant Program and website in the inaugural Mental Health and Addictions Action Plan e-newsletter.

2016-17 Financial Overview

Introduction

Total 2016-17 actual expenditures for the Ministry were $2,171.1 million, resulting in a variance of $3.3 million over the budget of $2,167.8 million.

Actual expenditures were over the 2016-17 budget primarily due to pressures realized from the Joint-Use Schools Project relocatable classrooms installed ahead of schedule and increased requirements for the Teachers' Superannuation Plan. These pressures were offset by savings associated with the Education Property Tax reconciliation and Workers' Compensation Board (WCB) rebates within school operating, savings realized in the Saskatchewan Teachers' Retirement Plan and contract and travel savings across the Ministry.

Revenue for the Ministry was $9.9 million, an increase of $3.2 million over the budget of $6.7 million. The increase was primarily due to a capital contribution towards the construction of the Saskatoon Public School Board Stonebridge School.

Expenditures

The table on the following page provides information on actual and original budgeted expenditures by subvote and allocation. Variance explanations are provided for all variances greater than $1 million.

Expenditures

(in thousands of dollars)	2015-16 Actual Expenditures	2016-17 Estimates	2016-17 Actual Expenditures	2016-17 Variance	
Central Management and Services (ED01)					
Minister's Salary (Statutory)	$48	$49	$60	$11	
Executive Management	$1,881	$1,661	$1,996	$335	
Central Services	$11,387	$9,471	$9,278	($193)	
Accommodation Services	$6,050	$3,952	$4,568	$616	
Subvote Subtotal	$19,366	$15,133	$15,901	$768	
K-12 Education (ED03)					
Achievement and Operational Support	$30,492	$29,984	$27,742	($2,242)	1
School Operating	$1,202,470	$1,206,514	$1,198,794	($7,720)	2
K-12 Initiatives	$37,802	$35,777	$34,372	($1,405)	3
School Capital	$255,523	$391,391	$405,166	$13,775	4
Educational Agencies	$176	$279	$403	$124	
Subvote Subtotal	$1,526,462	$1,663,945	$1,666,477	$2,532	
Early Years (ED08)					
Operational Support	$3,879	$4,482	$3,888	($594)	
KidsFirst	$4,615	$15,528	$15,528	$0	
Early Childhood and Intervention Programs	$4,090	$3,953	$4,044	$91	
Child Care	$52,062	$52,891	$52,611	($280)	
Subvote Subtotal	$64,646	$76,854	$76,071	($783)	
Literacy (ED17)	$2,603	$1,958	$1,655	($303)	
Provincial Library (ED15)	$12,792	$12,768	$12,752	($16)	
Teachers' Pension and Benefits (ED04)					
Teachers' Superannuation Commission	$1,201	$1,463	$1,113	($350)	
Teachers' Superannuation Plan (Statutory)	$252,538	$266,043	$276,534	$10,491	5
Teachers' Group Life Insurance (Statutory)	$2,129	$2,296	$2,181	($115)	
Teachers' Dental Plan	$12,186	$12,002	$12,446	$444	
Saskatchewan Teachers' Retirement Plan (Statutory)	$82,835	$93,663	$84,755	($8,908)	6
Teachers' Extended Health Plan	$20,097	$21,078	$20,635	($443)	
Subvote Subtotal	$370,986	$396,545	$397,663	$1,118	
Total Appropriation	$1,996,855	$2,167,203	$2,170,519	$3,316	
Capital Asset Acquisitions, Net	-	-	-	-	
Non-Appropriated Expense Adjustment	$547	$548	$547	($1)	
Total Ministry of Education Expense	$1,997,402	$2,167,751	$2,171,066	$3,315	

Variance Analysis 2016-17 Actual Expenditures to Budget

1. Variance is primarily due to fiscal restraint savings related to contract and travel expenditures.
2. Variance is primarily due to Workers' Compensation Board (WCB) rebates and the 2015 Education Property Tax reconciliation.
3. Variance is primarily due to under-utilized programs.
4. Variance is primarily due to the Joint-Use Schools Project relocatable classrooms installed ahead of schedule.
5. Variance is due to fewer teachers retiring than expected, lower annual pensioner payables than projected, lower amount of contributions released overall and higher average contributions released per retiring teacher. The combination of these factors resulted in a higher required contribution from the General Revenue Fund.
6. Variance is due to lower matching contributions than budgeted.

Funding Provided to Third Parties

Actual funding provided to third parties totalled $2,133.6 million. This was comprised of:

- $1,198.8 million School Operating grants;
- $404.3 million School Capital transfers;
- $396.6 million Teachers' Pensions and Benefits;
- $52.6 million Child Care grants;
- $33.4 million K-12 Initiatives;
- $15.5 million KidsFirst Strategy;
- $11.1 million Provincial Library grants;
- $4 million Early Childhood Intervention Program;
- $3.7 million French Education grants;
- $3.7 million First Nations and Métis Joint Task Force;
- $2.4 million Invitational Shared Service Initiatives;
- $1.7 million Saskatchewan Professional Teachers Regulatory Board;
- $1.5 million Following Their Voices;
- $1.4 million Literacy grants;
- $0.5 million Various grants < $50,000;
- $0.4 million Regional Intersectoral Committees;
- $0.4 million Council of Ministers of Education, Canada;
- $0.4 million Ability In Me program;
- $0.3 million Anti-bullying initiatives;
- $0.3 million Junior Achievement;
- $0.2 million General Proficiency Awards;
- $0.2 million myBlueprint Software;
- $0.1 million Microsoft Licensing; and,
- $0.1 million Grades 1-3 Reading Initiative.

Revenue

A summary of the Ministry's 2016-17 budgeted revenue compared to actual revenue is presented below. Explanations are provided for all variances greater than $1 million.

(in thousands of dollars) Revenue Category	2016-17 Estimates	2016-17 Actual Expenditures	2016-17 Variance	
Sales, Services and Service Fees				
Other Miscellaneous Services	$530	$541	$11	
Subtotal	$530	$541	$11	
Receipts from Other Governments				
Federal-Provincial Cost Sharing Programs	$5,263	$5,350	$87	
Subtotal	$5,263	$5,350	$87	
Other Revenue				
Casual Revenue	$55	$2,812	$2,757	1
Refund from Previous Years' Expenditures	$150	$76	($74)	
Changes in Previous Years' Estimates	$750	$1,101	$351	
Salary Overpayment Refund - Prior Years	$0	$33	$33	
Subtotal	$955	$4,022	$3,067	
Total Revenue	$6,748	$9,913	$3,165	

Variance Analysis 2016-17 Actual Revenue to Budget

1. Variance due to capital contribution towards the construction of the Saskatoon Public School Board Stonebridge School.

Special Purpose Funds

Audited financial statements for the following special purpose funds may be found at finance.gov.sk.ca/public-accounts or by contacting the Communications and Sector Relations branch of the Ministry of Education.

Education Scholarship Fund

The Education Scholarship Fund operates under the authority of Section 4.1 of *The Education Act, 1995*. The Education Scholarship Fund was established on January 1, 2003 for the purpose of assisting students in community schools to complete their secondary education. The Ministry of Education administers the Education Scholarship Fund. Donations received by the Education Scholarship Fund qualify for a receipt for income tax purposes.

School Division Tax Loss Compensation Fund

The School Division Tax Loss Compensation Fund was created by an amendment to *The Education Act, 1995* through *The Treaty Land Entitlement Implementation Act* and came into force on June 22, 1993. Regulations to administer the School Division Tax Loss Compensation Fund were established by an Order in Council on December 14, 1994.

The School Division Tax Loss Compensation Fund is administered by the Ministry of Education on behalf of school boards. The purpose of the School Division Tax Loss Compensation Fund is to provide tax loss compensation to school divisions that lose tax revenue as a result of lands within that school division converting to reserve status. The School Division Tax Loss Compensation Fund receives money from the provincial (Ministry of Government Relations) and federal (Indigenous and Northern Affairs Canada) governments as part of the Treaty Land Entitlement Framework Agreement. Payments are made to affected school divisions according to the formula stated in the regulations.

For More Information

For more information about Ministry programs and services, please visit the Ministry's website at: saskatchewan.ca/government/government-structure/ministries/education.

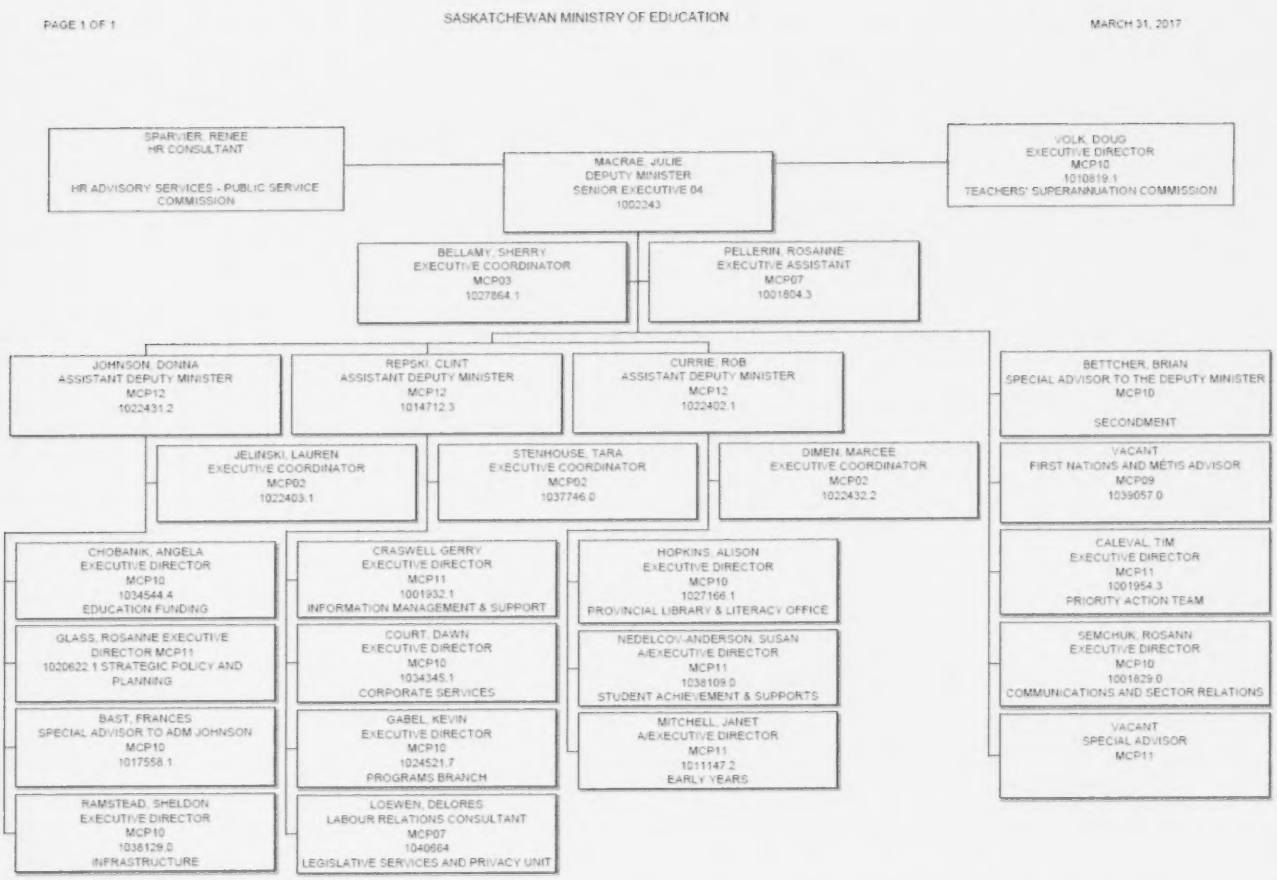
This annual report is available online at: saskatchewan.ca/government/government-structure/ministries/education#annual-reports.

If you have any questions, please email learning.inquiry@gov.sk.ca or call our Communications and Sector Relations branch at 306-787-0040.

Ministry of Education
Communications and Sector Relations Branch
5th Floor, 2220 College Avenue
REGINA SK S4P 4V9

Appendices

Appendix A – Organization Chart at March 31, 2017



Appendix B – Legislation and Regulations

MINISTRY OF EDUCATION LEGISLATION

C-7.31	*The Child Care Act, 2014* (shared responsibility with Social Services)
C-7.31	*Loi de 2014 sur les garderies d'enfant*
C-7.31 Reg 1	*The Child Care Regulations, 2015*
C-7.31 Règl 1	*Règlement de 2015 sur les garderies d'enfants*
C-7.2	*The Child and Family Services Act* (only with respect to Section 5 which is jointly held between the Ministries of Education and Social Services)
E-0.2	*The Education Act, 1995*
E-0.2	*Loi de 1995 sur l'éducation*
E-0.2 Reg 4	*The Conseil scolaire fransaskois Election Regulations*
E-0.2 Règl 4	*Règlement sur les élections du Conseil scolaire fransaskois*
E-0.2 Reg 24	*The Education Regulations, 2015*
E-0.2 Reg 20	*The Education Funding Regulations*
E-0.2 Reg 6	*The Electronic Meeting Procedures Regulations*
E-0,2 Règl 6	*Règlement sur la procédure régissant les téléréunions*
E-0.2 Reg 23	*The Home-based Education Program Regulations, 2015*
E-0.2 Règl 23	*Règlement de 2015 sur les programmes de scolarisation à domicile*
E-0.1 Reg 11	*The Independent Schools Regulations*
E-0.1 Reg 18	*The School Division Tax Loss Compensation Fund Administration Regulations*
E-0.2 Reg 25	*The Teacher Salary Classification Regulations*
E-0.2 Règl 25	*Règlement sur la classification salariale des enseignants* (These are Minister's regulations, pursuant to Clause 3(2)(g) of *The Education Act, 1995*)
E-13.1	*The Executive Government Administration Act*
G-5.1 Reg 132	*The Ministry of Education Regulations, 2007*
L-9.02	*The League of Educational Administrators, Directors and Superintendents Act, 1991*
L-14.01	*The Libraries Co-operation Act*
L-14.01 Reg 1	*The Libraries Co-operation Honoraria Regulations*
P-16.11	*The Post-Secondary Education and Skills Training Act* (only with respect to Section 5, Clauses 15(2)(a), (c), (d), (e), (i), (j), and Section 17 which are jointly assigned to the Minister of Education, the Minister of Economy, and the Minister of Advanced Education)
P-39.2	*The Public Libraries Act, 1996*
P-39.2 Reg 1	*The Public Libraries Regulations, 1996*
P-46.1	*The Public Works and Services Act* (only with respect to clauses 4(2)(a) to (g), (i) to (l), (n) and (o) and Section 8, which are jointly assigned to the Minister of Education, the Minister of Central Services, the Minister of Health and the Minister of Highways and Infrastructure).

R-11.1	***The Registered Music Teachers Act, 2002***
R-15.1	***The Registered Teachers Act***
S-52.01	***The Social Services Administration Act*** (only with respect to Section 8 which is jointly assigned to the Minister of Education and the Minister of Social Services)
T-6.1	***The Teachers' Dental Plan Act***
T-7.1	***The Teachers' Federation Act, 2006***
T-8	***The Teachers' Life Insurance*** (Government Contributory) Act
T-8 Reg 2	***The Teachers' Life Insurance Regulations, 2015***
T-9.1	***The Teachers Superannuation and Disability Benefits Act***
T-9.1 Reg 1	***The Teachers' Superannuation and Disability Benefits Regulations***
C-40	***The Teachers' 1990-91 Collective Agreement Implementation Act***
D-22.01 Reg 1	***The Training Programs Regulations*** (jointly assigned to the Minister of Education and the Minister of Economy, but with respect to the Minister of Education, only as those regulations relate to literacy programs)